

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12NY19

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Dr. Marjorie Brown-Anfelouss

Official School Name: PEARLS Hawthorne School

School Mailing Address: 350 Hawthorne Avenue
 Yonkers, NY 10705-1831

County: Westchester State School Code Number*: 662300010047

Telephone: (914) 376-8250 E-mail: mbrown2@yonkerspublicschools.org

Fax: (914) 376-8257 Web site/URL: www.yonkerspublicschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Bernard Pierorazio Superintendent e-mail:
bpierorazio@yonkerspublicschools.org

District Name: Yonkers CSD District Phone: (914) 376-8000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Paresh Patel

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12NY19

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12NY19

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 30 Elementary schools (includes K-8)
 (per district designation): 2 Middle/Junior high schools
8 High schools
1 K-12 schools
41 Total schools in district
2. District per-pupil expenditure: 8732

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	19	42	61		6	59	83	142
K	52	56	108		7	85	83	168
1	37	62	99		8	60	61	121
2	45	48	93		9	0	0	0
3	35	55	90		10	0	0	0
4	45	60	105		11	0	0	0
5	84	84	168		12	0	0	0
Total in Applying School:								1155

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
20 % Asian
15 % Black or African American
38 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
25 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 2%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	0
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1, 2010	1175
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 3%
 Total number of ELL students in the school: 38
 Number of non-English languages represented: 14
 Specify non-English languages:

Albanian, Arabic, Chinese, French, Greek, Hebrew, Hindi, Italian, Malayalam, Portugese, Russian, Spanish, Ukranian

9. Percent of students eligible for free/reduced-priced meals: 33%

Total number of students who qualify: 361

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 3%

Total number of students served: 29

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>45</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>37</u>	<u>0</u>
Total number	<u>92</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

26:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	95%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☐ No

☐ Yes

If yes, what was the year of the award? Before 2007

PEARLS (Program for Early And Rapid Learners) is a gifted magnet PreK-8 school located in the southwest quadrant of Yonkers, New York. It is an ethnically, nationally, and religiously diverse community with many students arriving by bus from other quadrants of the city. The total enrollment for the school year 2010-2011 is 1154 children. PEARLS is a dedicated magnet program for academically talented students. Admission to the school is based on an assessment matrix that includes an entrance exam, teacher recommendation, report cards and standardized test results. The PEARLS philosophy holds high expectations for all students and focuses on a holistic approach to child growth and development. The techniques are based on the philosophies of Benjamin Bloom, Joseph Renzulli, and Howard Gardner.

The PEARLS mission is a commitment by the entire community of families, staff and students to provide a safe and nurturing environment which centers on the development of the whole child. We hold high expectations for our gifted students and encourage them to strive for personal excellence. Our purpose is to educate, inspire and prepare our students to be responsible, independent and critical thinkers who meet and exceed the Yonkers and New York State learning standards. This mission will empower students to become life learners, attuned to the diversities, challenges, and opportunities of the real world.

Looking to the future, the PEARLS community envisions a program that remains dedicated to meeting the unique educational, intellectual, social, and emotional needs of our gifted students. Children, along with staff and parents, work side by side, developing an atmosphere of creativity and shared discovery. Student projects reflect the interactive learning and higher level thinking skills that are encouraged in our classrooms. Working cooperatively across the grade levels, our PEARLS students demonstrate independence, self direction and decision making skills.

Over the years, PEARLS students have consistently performed well on the ELA (95% meet or exceed proficiency standards and Math (97% meet or exceed proficiency standards) state assessments, as well as the Earth Science and Algebra Regents examination. At PEARLS, the students sail the 7c's which are the words to live by: CARE ..about our school, CONSIDER.. the feelings of others, CONTROL... your behavior and actions, CONDUCT.. yourself with PEARLS Pride, COOPERATE..with those around you, COMMUNICATE.. with your intelligence, not your hands and COURTESY.. is contagious. Each month one of the 7Cs is highlighted. The two students from each class who best exemplify these characteristics are chosen as the "Good Citizen". The students receive a certificate from the principal and their names are highlighted on the "Hats Off Bulletin Board." This Bulletin Board is also used to highlight individuals who won various awards or have participated in some special programs, e.g. students who were actors in the "Charlie and the Chocolate Factory," or those who participate in a 5K run or those who won a swim meet. Additionally, each marking period students are highlighted when they make high roll, high honor and the Principals' List. These celebrations assist in promoting an environment that recognizes positive behavior and the accomplishments of the whole child. The PEARLS students are proud contributors to Relay for Life (Breast Cancer), and Pennies for Cancer which benefits Leukemia and Lymphoma, and they have also participated in Jump Rope for Heart, and Fitness for Kids, lead by one of the Physical Education teachers.

High cognitive functioning skills are stressed as well as in-depth study and research. The thematic units are developed and integrated across the curriculum areas. Our goal is to meet and exceed Yonkers and New York State Learning Standards. Teachers work collegially to create a stimulating and exciting environment in which children are challenged to meet high expectations and are encouraged to achieve personal excellence. The highly qualified staff at PEARLS is required to complete their certification in Gifted Education. Professional Development is on-going throughout the year, incorporating the use of outside consultants, district-wide and school-based staff development, and peer inter-classroom

visitations. School-based staff development has included training in Technology Integration, Children's Progress, Rubrics, Writing Protocols, Data Analysis, Vertical Teaming, Open Court Training, Cross-Grade level Thematic Learning, and Science Lab Workshops. The school's effort to coordinate and integrate state, federal, and local services include the SIFE Summer Institute, Targeted Instruction, AIS Services, Saturday Academy, Title I, Title III, After School Math Academy for Enrichment and Science Enrichment. New York State's History Bee and the Virtual High School have been a welcome enrichment addition for some students..

Classrooms provide a print-rich setting for children to learn and grow. Within our classrooms, teachers use a literature based program which integrates reading, writing, grammar, phonics and spelling. PEARLS students become involved in the writing process from an early age. They learn to be discriminating readers and writers. Our focus is hands-on learning, including an inquiry based science program, and a project related social studies curriculum. PEARLS is a happy, exciting setting where children, staff and parents learn and grow.

1. Assessment Results:

Based on information from New York State Testing Program for English Language Arts and Mathematics, the assessment results are as follows. There are four performance levels. A level 4 (Exceeds Proficiency Standard) indicates that student performance demonstrates a thorough understanding of the ELA/Math knowledge and skills expected at grade level. A level 3 (Meets Proficiency Standard) indicates that student performance demonstrates understanding of the ELA/Math knowledge and skills expected at that grade level. A level 2 (Meets Basic Standard) indicates partial understanding, and level 1 (Below Standard) indicates performance does not demonstrate an understanding. Students scoring a 1 or 2 on assessments are provided AIS (Academic Intervention Services) and Targeted instruction after school to re-teach skills and strategies based on identified needs.

For the past five years, the PEARLS students have consistently performed well on the NYS ELA and Math assessments (95% meeting or exceeding ELA state standards and 97% meeting or exceeding math state standards). These scores remained constant from 2006 to 2009. The students also excelled in the Grade 4 and Grade 8 Science Assessment as well as Integrated Algebra, Earth Science and the Spanish Proficiency State Assessment. Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.'

In reviewing the data for 2010-2011, there are no gaps of 10 or more percentage points between the test scores of all students and the test scores of subgroups for Mathematics. However, in ELA, there is a gap of 10 or more percentage points for the following subgroups: Special Education students (69%) and English Language Learners (50%). In order to address these gaps, a number of strategies have been implemented. These include monitoring students on a weekly basis through academic intervention services by classroom teachers, the resource room teacher, the ELL teacher and the Title I reading teacher. The school has also adopted the Open Court Reading series which incorporates separate lessons for ELL students and how to re-teach lessons to meet individual needs. The assessments provided in this series are used to benchmark the students three times per year. Teachers, administrators, and the special area teachers are able to look for trends in the data in order to identify areas of strength and weakness and target specific group and skills.

2. Using Assessment Results:

The overall the scores of PEARLS students meet or exceed grade level standards as reflected by the Grades 3-8 New York State ELA, Math, and Science Regents exams. In addition, English Language Learners are evaluated through the NYSESLAT. However, there is a small population of students who are

performing below State and National standards when tested. These students come from our special education and ELL populations.

At the beginning of the year, the first staff development session is devoted to data analysis. The teachers are given the results from the New York State ELA and Mathematics assessments. All the students scores are discussed at this time. The teachers have the opportunity to discuss the students from the previous year as well as the reorganized group for the new school year. The data is also used to compare and contrast the strengths and weaknesses across the grade levels and to look for trends throughout the entire assessments. The results also help to determine if curriculum changes are necessary.

The students are given a pre-assessment to establish the skills that need strengthening. Once this is done, the support team works with the students in small groups using 6+1 Traits for Writing and NYS practice tests for reading, writing and mathematics. The students are grouped according to skills and once the skills are mastered they are moved to the next level. The teams examine all the available data to plan for grade level, classroom and individual student learning. Based on the results, the classroom teachers, along with the special area teachers teach use literature circles, guided reading groups and target skills for remediation. The students are benchmarked 3 times per year using assessments from the reading series. Each time, when the results are given, regrouping occurs and enrichment is provided for the high performing students who need the challenge. The students also get extra skill development when the ELL teacher, the resource room teacher and the Title 1 teacher push into the classrooms. Throughout the year, there are opportunities for cross grade level meetings and vertical teaming in order to discuss successful strategies so that all the students can benefit.

In Mathematics, the pre-assessment tests are given from the Scott Foresman-Addison Wesley series. Along with the data analysis from the State Assessment, the teachers target skills and areas that need improvement. Once the results are reviewed from the data, the students are grouped accordingly for instruction. Throughout the year there is after school targeted instruction in both ELA and Mathematics for the students who are struggling. There are also enrichment classes for the high performing students who need the challenge.

Throughout the year, there are several parent-teacher conferences where the students' report cards are discussed. Parents are also informed of the various programs that support their students. For example, the parents will get an explanation about the ESOL program, Title 1 Reading, AIS, Targeted Instruction and Enrichment programs.

There are also parent workshops during the day and in the evenings to inform parents about strategies that they can use at home to support their children. These special meetings, facilitated by the ESOL teacher, the Reading Teacher and Math and classroom teachers explain the New York State ELA and Math Assessments. Student activities and achievements are highlighted. In addition, parents can see planned classroom activities, project deadlines and homework information. The monthly newsletter from the Principal is also another way of communicating with our parents. The PEARLS website has been very informative to our parents as well as prospective parents. The website also enhances parent, teacher communication through the use of email.

3. Sharing Lessons Learned:

Over the years, the PEARLS School has been a high achieving school in the district. Consequently, PEARLS Hawthorne has shared its successful strategies and instructional program with other schools in the district. Through school visitation and professional development workshops, the teachers and administrators in other buildings are made aware of our curriculum and accelerated program. Some schools have now adopted the Renzulli model in order to improve their student achievement. We have also shared how to incorporate Blooms Taxonomy, and Gardner's Intelligences in their instruction.

There are also informational meetings and workshops for the parents in our school and whenever these happen, parents from other schools in the district are invited to attend. For example, the ESL and Title I Reading teachers facilitate various workshops on reading strategies, homework assistance, the ELA and Math Assessment, and incorporating technology at home. All parents from the district are invited to participate.

In addition, the library media specialist has provided several professional development workshops for the district on Bookflix, Discovery Ed, the Thesaurus and One More Story. These programs are incorporated in daily instruction. Incorporating technology in all subjects has been a great success at the PEARLS School.

Another way of sharing our lessons learned is through the partnerships with the Education Department in colleges such as Mt. St. Vincent, Lehman, Mercy and Manhattanville. Each year, students from these colleges come to observe master teachers and do practice teaching under the guidance of their supervisors. The student teachers hone their skills and some have come back to teach at the PEARLS Schools. Through our high achievement and success with this partnership PEARLS is in high demand.

4. Engaging Families and Communities:

Each day begins with “Good morning” to Staff, students and parents before the Pledge is recited by the entire school. There is a weekly ConnectEd message to the parents by the school administration as well as the PTA. Many parents are familiar with student planners that are used as a means of communication between parents and teachers. Parents usually sign the planners so that the teachers know that they are aware of homework, projects, quizzes, tests and trips. In addition parents, teachers and administration communicate through emails, phone class and written letters.

Parents are informed of conferences with the teachers through progress reports that are sent home through the US mail. The teachers and administrators set appointments that are convenient for all parties. The parents can also request a conference if there are concerns or questions. In the fall, the first big parents’ visit is Open School Night. Parents have an opportunity to hear an overview of the plan for the new school year. They are also introduced to the staff and given the School Profile from the previous year. They are informed of the school’s successes on the New York State Assessments and the plan to support the students who need assistance in some skills. Parents are encouraged to make appointments if they want to discuss their child’s progress since this night is not scheduled for individual conferences.

The strongest and most active PTA in the Yonkers Public School system is found at the PEARLS school. Year after year, the membership in the PTA increases. For the past two years, approximately 62% of parents and 97% of teachers and administrators became members of the PEARLS PTA. Our PTA is comprised of volunteer parents -- many of whom are working parents -- who devote numerous hours of their time to support our teachers and administrators in enriching the students’ education at PEARLS.

PEARLS would not be the success it is without the partnership that we have formed. We are blessed to continue our collaboration with the Cochran School of Nursing, the National Scholastic Chess Foundation, Beczak Environmental Center, and the University of Connecticut Center for Gifted Education and Talent Development, College of New Rochelle - Creative Teaching and Learning and Columbia University- Teacher Leader Quality Partnership which provides Science Professional Development, College of Mt. St. Vincent, Manhattanville, Herbert Lehman and Mercy College. Students from the education department of these colleges are always enthusiastic about learning from our teachers and teaching our students.

1. Curriculum:

The PEARLS program is designed to meet the unique educational needs of intellectually and academically gifted students through a program which extends beyond the boundaries of the regular curriculum. Students learn subjects in depth and breadth, exploring topics which cut across subject areas. Students work more intensely to develop higher cognitive processes taught in a manner appropriate to their learning styles. The students who require additional supports are identified and the required interventions are developed for them. Students who exceed the standards are challenged with increasingly difficult content and differentiated instruction. The Core Curriculum is Reading/Language Arts, Mathematics, Science and Social Studies. The Special Area subjects include Art, Vocal Music, Instrumental Music (up to years ago) Library/ Media Communications, Physical Education, Health (Grades 7&8) and Spanish (Grade 8 for last 5 years, this was offered to 7th Grade previously).

The instructional program integrates the development of higher level thinking, creative and productive thinking and problem solving with the development of academic and intellectual abilities. The integration of the components identified below is the basis of the PEARLS program:

Intellectual: Bloom's Taxonomy, Renzulli's Triad, Gardner's Theory of Multiple Intelligences and Talents Unlimited.

Affective: Assertive Discipline, Counseling, Human Relations, Positive Action. Second Step and RTI.

Reading/ELA curriculum is an integrated program incorporating anthologies and a literature-based series that includes phonics, grammar and spelling. The students also study great works of literature ranging from Grimm's Fairy Tales to Shakespeare and informational genres. This balanced literacy approach is infused throughout the day. The teachers provide the opportunities for the student to participate in literature circles, independent reading, and writing, guided reading groups, and writer's workshop. This approach allows the students to show evidence of their learning and understanding through technology, debates, drama, oral and written presentations and journals.

Writing instruction is done through the 6+1 Traits of Writing to analyze and assess the students' writing. Parents were also trained in this model. Through this model, the students are able to produce stories, poetry, newsletters, and persuasive letters. When teachers assess the students' writing, they can see ideas, organization, voice, word choice, sentence fluency, conventions and presentation that are the key qualities of great writing.

Mathematics lessons are inquiry based. The Scott Foresman- Addison Wesley Mathematics allows the students to learn mathematics concepts and skill that they need for academic success and for everyday life. The TERC program supplements this as a hands-on inquiry based model. In Grades 6-8 the students are introduced to Prentice Hall and Glenco courses in Mathematics which prepares them to take the Algebra Regents in Mathematics. The units in the mathematics program include computation –basic facts to place value, and number sense, time and measurement geometry using fractions, decimal and percents. The acceleration of the program in pre-algebra and algebra is evidenced in the Regents results. The students who need remediation are provided these opportunities through targeted instruction.

Science instruction also uses an inquiry based approach. Reading/ELA is interdisciplinary and this provides opportunities for the students to practice skills through science projects, journals and leveled readers. Science stresses the use of manipulatives, hand-on learning, experimentation and application to real world situations. The students' study of life science, earth science and physical science from PreK

culminate in the Grade 8 students taking Earth Science Regents. Grade 4 and Grade 8 also take the New York State Assessment in Science. All grades study plants, animals, earth, weather, forces and motion etc. However, the level of difficulty increases at each grade level.

Social Studies includes the use of maps, globes, various texts, newspapers and other readings which expand and extend the curriculum. In PreK, the students examine how the world works and what their role is in it. The content includes citizenship, Family and Neighborhood, Culture, Continents, Life on our Planet to Careers. Grades 1-3 expands on the topics to look at Rights, Rights Responsibilities Economic Decisions, Places in my Community and Local Region to Communities around Us and Working in Communities. Grade 4 studies New York State and up until two years ago sat the New York State assessment in Social Studies. Fifth Grade studies, Our Nation's Geography an Early People, the American Revolution, Civil War Times to People in Other Region and their Environment. The Sixth Grade studies World Geography. They look at how world cultures organized their societies using geography, government, religion and socio-economic power. These include Ancient Egypt, Hebrew History, Ancient Rome, Europe, and Age of Exploration. The Seventh Grade expands on this foundation by studying Early Civilization, American Revolution Structure of the Constitution to the Industrial Revolution. The Eighth Grade looks at Liberty and Security through studying Reconstruction, Civil Right Movement, the Progressive Era, World War 1 and World War II. The 8th Grade sat the New York State Assessment up to two years ago.

Art education is an integral part of the PEARLS program. All students participate in vocal music classes on a half year schedule. The School Chorus (Grades 4-8) practices at various intervals during the day. Over the years, the chorus has won many Awards from New York State Competition and Assessments. They have also performed at many outstanding events. The other half of the year the students participate in visual art. The students' works have been on display in the District catalogs, holiday cards and on display at the public library and at the District Office.

All the students participate in the Physical Education Program which is run by two Physical Education teachers. The younger students attend classes every other day for thirty minutes while seventh and eighth grade students participate daily for forty-five minutes. In addition, the students participate in the dance program that is offered and there is cheerleading for Fifth and Sixth Grade Students. The Middle school students participate in the Sports Club. They compete in basketball, soccer and volley ball.

Health instruction is given to the students in Grades 7 and 8 by a certified Health Teacher. The students attend classes on A/B rotation each day. Students learn about puberty and adolescents, stress management, respect for their bodies, emotional and physical well-being as well as topics on bullying.

Spanish is offered to the eighth grade students for forty five minutes each day. Emphasis is placed on the four language skills – reading, writing, speaking and listening as well as learning new vocabulary and incorporating previously learned vocabulary in a new way. A textbook is used as an instructional tool and video and audio tapes are used to build conversational and listening skills. The integration of the Smart Board as an interactive tool assists the students in grasping the material more readily.

The students at an early age are introduced to college and career readiness. In PreK, there is a celebration for the students and the parents - "College is In My Future." During this program, the students are encouraged to talk about what careers they like. The parents are shown statistics of students who started in the PreK and how well they have done over the years as they have gone on to college. Each year there is a career day in the school. Parents and community partners participate by visiting each class and speaking to the students about their careers. Students start building a Career Plan portfolio. The students in the Eighth Grade, under the leadership of the Guidance Counselor, also visit various businesses of interests. These include the hospital, the Veterinarian's Office, the water treatment plant and the Domino Sugar Factory.

2. Reading/English:

The PEARLS Hawthorne Elementary School is designed to meet the reading needs of gifted students through a program which provides an enhanced academic core with an emphasis on creativity and high-level thinking skills. The Renzulli Triad model gives gifted students the opportunity for self-directed reading and independent study. The enrichment triad model provides for three types of activities: (1) exploratory activities in which students examine areas of interest in which they decide on a topic to study in depth with open-ended learning (2) reading activities that involves the development of skills to be used in applying knowledge which include Bloom's Taxonomy higher levels of thinking, problem solving, inquiry and research skills. (3) reading activities in which students investigate their topic through individual or small group work.

In addition, explicit instruction is provided by the teachers. That means that the teacher states clearly what is being taught and models effectively how it is used by a skilled reader. PEARLS Hawthorne school uses an effective approach to reading through systematic and explicit instruction. Skills and concepts are taught in a planned, logically progressive sequence. Reading lessons focus on clearly defined objectives that are stated in terms that of what students will be able to achieve. The students are given numerous practice activities that are scheduled purposefully to help with mastery and retention of new skills. Students work on carefully designed tasks that give them the opportunities to apply previous learned reading skills.

The students engage in their studies using various reading material such as :Junior Great Books which offers a series of literature readings for grades 2 though 12. These complex and highly acclaimed literature works allow for a distinctive discussion method called "Shared Inquiry." The leader starts with an open-ended question about the meaning of a selection and then he or she ask follow-up questions to help students develop their ideas. The Open Court Reading is a comprehension reading and writing program that is utilized in the school. The program is known for the instruction in phonological and phonemic awareness. Another equally strong component is the comprehension and writing. Students learn to work collaboratively, and to build and share knowledge during their reading and writing activities.

Other key strategies used to close the disparity in students reading performance include the following:

- A Literacy Resource Center that provides a variety of genre and resources to enhance curriculum alignment.
- Classrooms maintain a variety of books including textbooks, newspapers, etc. to encourage students to read during the school year. The extra reading materials aid students in completing their reading logs in support of the Learning Standards.
- District wide Academic Intervention Services/Targeted Instruction

Assessments are devised and utilized in a timely manner to monitor skill acquisition while allowing the students to apply new skills, retain them over time, and use the skills independently. The use of screening, diagnostics, and progress monitoring assessments are ongoing and include both formal (standardized, quantitative) and informal measures of the students' reading skills that guide the teacher in planning and evaluating. The formative assessment, Children's Progress Academic Assessment (CPAA) is a computer based program used in Grades PreK-3 to help identify the needs of the students and to provide a greater challenge for those who are excelling academically. Another assessment used for Reading/ELA is the Developmental Reading Assessment (DRA2) which provides teachers with a method for assessing primary students' development as readers.

The students who are struggling with reading are given supports in class through differentiated and small group instruction by their classroom teachers. The students are also given academic support by the Title 1

Reading Teacher who instructs the students in small groups and attends to their individual goals, as well as the skills that are lacking. The students' progress is monitored weekly and adjustment or enhancement is made so that the students' individual needs are met. Additionally, the after school Learning Lab provides extra support for the struggling students. In this program the students are get practice in reading and writing.

3. Mathematics:

Every teacher of mathematics, whether at the elementary or middle level, has an individual goal to provide the students with the knowledge and understanding of the mathematics necessary to function in a world very dependent upon the application of mathematics. Instructionally, this goal translates into three components: conceptual understanding, procedural fluency and problem solving. In order to fulfill these requirements, the PEARLS Hawthorne School uses the Scott Foresman-Addison Wesley Mathematics program and the TERC program. (Grades 3-5) Envisions Math Program (Grades K-2) Integrated Algebra Courses for (Grades 6-8) as the core resource. The curriculum culminates with the Eighth Grade students taking the New York State Algebra Regents.

Each unit focuses on an area of content in depth, providing time for the students to develop and practice ideas on a variety of activities and contexts that build on each other. The curriculum allows the teachers to collaborate with the students focusing on computational fluency with whole numbers, rational numbers, emphasizing reasoning about mathematical ideas, communicating mathematics content and engaging the learners in understanding mathematics.

Differentiation takes place in all classrooms for all the students. PEARLS provides supports for students at all levels. There is AIS support for struggling students as well as Targeted Instruction after school. There is also enrichment instruction which provides acceleration for the students who meet and exceed grade level requirements. The PEARLS curriculum incorporates the use of hands-on manipulatives, online First in Math Program, technology such as the Smart Board, Lady Bugs and TI calculators. The students also participate in the Metric Olympics and Game 24.

4. Additional Curriculum Area:

The science program at the PEARLS School relates to the students' acquisition of essential skills and knowledge by using an inquiry and theme based approach to learning. From PreK through Grade 8, the students learn to use the scientific method to solve problems. The science program is an interdisciplinary one which incorporates skills in mathematics, reading, writing, and technology. Our students are constantly inquiring and investigating. The PEARLS science program incorporates the New York State Standards to provide a more challenging, rich and comprehensive curriculum. As part of our mission states, we want our students to become life long learners attuned to diversities, challenges, and opportunities of the real world. We also want our students to demonstrate independence, self-direction and decision making skills. For the PEARLS students to be successful in our science curriculum they start at an early age to identify problems, determine how to solve them through research collaboration, work to solve the problems, and analyze the results.

The PEARLS students participate in investigations both in school and in the community to enhance their inquiry skills. For example, the PreK students learn about plants and they visit the Stanley Garden which is a local community garden in close proximity to the school. The kindergarten students build on that experience by making their own garden project in which shrubbery and plants are planted by the walk way near their classrooms. In addition, the Kindergarten teachers enrich their science curriculum by including yearly challenges through Lego league robots. The first grade students' Fitness for Kids program emphasizes healthy food choices and an overall wellness program. The students, over the years have flourished through exercise and from making choices on healthy snacks while learning about new food alternatives. Over the years the second grade students have participated in a wonderful science program called SPLASH -Science Partners Learning About Animals of the Sound and Hudson.

The program is an integrated study of the Long Island Sound, the Hudson River communities shared by second- grade children from Corman Hills School in Armonk, New York, the PEARLS Hawthorne School in Yonkers, New York and the Brookside School in Ossining, New York. The students experience Seining in the Hudson River, tank observation in the classroom, lighthouse visit, funny fish program at the Hudson River and fish dissection in the classroom.

Here at PEARLS, there are so many other challenging and enriching programs in science that help to promote the students' understanding of the natural world as we educate them on the role they play in its function. The Growing Green Enrichment Program allows students to learn about plants, how they are an integral part of our ecosystem and how they are important to our survival. This is accomplished by conducting real life "hands on" laboratory experimentation, as well as planting and growing a garden for the entire school community. This allows for the older students to build a relationship with younger students, fostering a true learning community. Students in the upper grades also conduct laboratory investigations provided by Cornell University in the use of switch grass as a "Bio-Fuel" which is a major area of research and study in the world today especially in the field of "green energy technology."

The Blue Planet program provides the students an opportunity to learn about the aquatic ecosystem and the life in it. The classes involved in the program are responsible for sustaining their ecosystem throughout the year while collecting data and performing frequent maintenance. The students learn the responsibility in taking care of live animals as well as respect for other forms of life that we our planet with.

We have been conducting a science fair here at PEARLS for over 10 years. Our fair includes projects in every area of science from the students in Grades 4 through 8. We receive approximately 300 hundred projects from our student body every year. The Students use the scientific method to help them solve a problem or answer a question based on a scientific principle. This proven method helps the students to build their analytical thinking and interpreting skills while enriching their knowledge of science. Winners of the Science Fair go on to compete in the Tri-County science fair which includes projects from the students all over the tri-county area. Over the years, the PEARLS students' have done extremely well, medaling in many of the categories.

Finally, the Science Olympiad is an after- school program in which teams of students train to compete in the competition. The twenty events of the competition are based on particular areas of science and technology. The students who participate in the competition range from Grades 6-9. This program not only enriches the students' knowledge in science and technology but teaches them the importance of team work, camaraderie and good sportsmanship. Last year our team placed 9th amongst twenty-teams in our region. This accomplishment came after only two years of being involved in the program. It is because of all these wonderful engaging and challenging programs that our science curriculum is an outstanding one. Our science curriculum has also prepared our eighth grade students to take the New York State Earth Science Regents Examination.

5. Instructional Methods:

Differentiation of instruction is embedded in the instruction in order to meet the needs of the diverse population of the students at PEARLS Hawthorne. A supportive, print rich environment is necessary as students engage in all the subject areas. By creating a positive, engaging environment in the classroom the teachers pave the way for real learning. In order to meet the needs of all students, the teachers collect data about individual learners and about the class as a whole. Assessing the students' learning is a complex task that requires keen observation skills and recording of information in a systematic way. The teachers make informed decisions about what skills are necessary to teach each child, what materials to use, and what strategies will result in the most effective learning.

In ELA, the students are grouped according to interest levels, reading levels and skill levels .The materials used include the Open Court Reading Program, leveled texts, trade books,

magazines, multicultural literature and computer programs such as Discovery Ed, Bookflix, and Thesaurus. The students also participate in literature circles, shared reading, and flexible reading groups. The teachers also differentiate work activities for the students. The students, who are struggling in ELA, are given extra support through AIS, Title 1 Reading and after school extra help. In the early grades the students are tested using the DRA2 as well as the Children's Progress.

In Mathematics, the students are instructed in whole class as well as small groups. The students who perform above average are re-grouped into accelerated groups where they can be challenged. The students who need extra support receive AIS, one on one tutoring and after school help. The integration of technology also supports the students in being successful in math. The online program First in Math is a big hit with the students. In Grades 4-8, the students use TI calculators for extra support.

The students whose first language is not English are instructed by the ESL teacher. These students are supported through collaboration between the classroom teachers and the ESL teacher. The students are instructed in small groups when pulled by the ESL teachers. The students with special needs or learning disabilities are instructed by the Resource Room teacher as well as the reading teacher. Extra support is given if they need the related services such as speech or counseling. In their whole group classes, the ESL students are given extra support by their classroom teachers. The teachers use flexible grouping, differentiated instruction and adaptive materials to the students' needs. The teachers use games, incorporate language from magazines, television and movies, and conduct writing exercises that allow students to develop academic skills so that they can analyze, justify and summarize.

In addition to the differentiated instruction through themes and inquiry, the use of technology is an integral part of the instruction. The classrooms are equipped with computers for the teachers and students to use. There is also a computer lab where the teachers can take students for whole class instruction. Finally, the library is equipped with several computers and smart boards for small groups as well as whole class instruction.

6. Professional Development:

Professional development is an essential component of career growth and student achievement. At PEARLS, we have many great resources among our own faculty. The majority of our Professional Development is lead by our Title I and Title III teachers, in addition to other internal and external experts. The focus is mostly driven by the Professional Development Committee, which relays their coworkers' needs to the District's Central Office. All of the meetings and/or workshops are aligned with academic standards, focus on student achievement and their diverse needs using best practices.

Many of our students are already meeting or exceeding the state and school's annual goals. However, there is always room for improvement and a need to differentiate instruction. Therefore, much of our focus is on strategies to appropriately challenge high achieving students and to help meet the needs of those who are struggling. All staff and students must be held to high standards and should be aided in achieving them. One focus has been to create a standard language for writing throughout our school. Workshops were held to help teachers integrate the 6+1 Traits of Writing to create a standard language. Demonstration of helpful strategies to drive student learning were given. ESL strategies for classroom teachers exposed staff to various levels of language acquisition and methods to better reach language learners. Teachers practiced techniques and left equipped with a wealth of scaffolding activities. Pre-kindergarten through second grade teachers explored various elements such as concept boards of the Open Court reading program with the help of an Open Court representative. Such assistance helped the teachers hone their craft and increased student performance. This is evident in the results of the New York State ELA Assessment where the school gained five percent (87 up from last year's 82) percent. Many technology programs have been demonstrated and explored through the guidance of the school librarian. She helped increase teacher awareness of free and district programs such as Bookflix, One More Story, and many more, that allow students to access free online books at home and in school. These wonderful programs assist students in their reading comprehension and listening skills. In

order to meet the needs of the whole child, there has been an informative meeting about bullying, given by the school psychologist. Teachers were made aware of various characteristics of bullying and what can be done to help prevent bullying in the classroom. Prevention meetings like these help build a safe and nurturing environment fostering student development.

Currently there are great shifts in education with the Common Core Learning standards and changes in Annual Professional Performance Review (APPR). Therefore, there have been many informative meetings to disseminate necessary information and to help teachers begin to plan effectively using the new standards. The implementation of the Common Core Standards will help incorporate scaffolding throughout the grades. The intention is for students to become critical thinkers who are college and career ready upon graduation. All of our professional development practices are aligned with the learning standards and are focused on increasing student learning. Each teacher has to participate in all the professional development plans in order to reflect the schools major goal which is for the students to exceed the New York State Standards. This is done through school wide workshops, local and national conference, cross grade level workshops and through monthly team meetings. Through regular review of assessment data, professional development help to influence student learning.

7. School Leadership:

The PEARLS Hawthorne leadership promotes a collaborative approach to leading the school. The belief is that for our students to achieve, the participation of all constituents is paramount. There is a Shared Decision Making Team which consists of administrators, teachers, parents, and CSEA members. This team's main goal is to ensure outstanding academic achievement for all the students at the PEARLS School. The principal facilitates the meeting which is held four times per year. There is a Professional Development Committee which consists of the administrators and a teacher from each grade level. This Committee meets to discuss topics that need additional training and workshops that will promote student achievement. The GATE (Gifted and Talented Education) committee includes the four administrators, three parents, and three teachers who meet four times per year to promote the gifted education at the PEARLS School. The committee organizes informational workshops for parents to learn about gifted education including Twice Exceptional students, a library with gifted material for parents and gifted workshops for teachers to incorporate cutting edge trends.

In addition, there is a Safety Committee that meets each month as part of the Safe Schools Against Violence in Education (SAVE) Legislation. The administrators, teachers, parents and safety officers are part of this committee. This committee meets each month to discuss safety in and around the building. The Wellness Committee is another group that meets four times per year to discuss healthy decisions in the building. The committee includes administrators, parents, teachers, students and central office representative.

Through all the stakeholders, the student achievement at PEARLS has remained outstanding. This is evidence of the involvement of the school leadership and its collaborative effort in working with parents teachers, students and the community for the continued success of the PEARLS Hawthorne School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Testing Program Math Test

Edition/Publication Year: 2007,2008,2009,2010,2011 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	95	89	100	100	98
4 Exceeds Proficiency Standard	37	49	61	65	54
Number of students tested	108	161	116	118	118
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	99	89	100	100	
4 Exceeds Proficiency Standard	34	49	66	76	
Number of students tested	65	102	74	79	
2. African American Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	82	86	100	100	96
4 Exceeds Proficiency Standard	29	59	65	77	61
Number of students tested	17	29	17	17	23
3. Hispanic or Latino Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	97	84	100	100	100
4 Exceeds Proficiency Standard	34	34	46	50	43
Number of students tested	41	64	39	32	37
4. Special Education Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency Standard					
Number of students tested	4	5	6	4	4
5. English Language Learner Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard		71			100
4 Exceeds Proficiency Standard		18			10
Number of students tested	2	17	5	6	10
6. White (not Hispanic)					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	96	95	100	100	97
4 Exceeds Proficiency Standard	35	51	66	74	62
Number of students tested	26	37	35	38	29
NOTES:					

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

12NY19

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Reading/ELA

Edition/Publication Year: 2006/2007/2008/2009/2010 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
3 meets Proficiency Standards and 4 exceeds Proficiency Standards	94	80	98	97	98
4 Exceeds Proficiency Standard	15	37	20	36	33
Number of students tested	109	162	117	121	120
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3 meets Proficiency Standards and 4 exceeds Proficiency Standards	95	85	99	96	
4 Exceeds Proficiency Standard	13	44	22	44	
Number of students tested	65	103	76	80	
2. African American Students					
3 meets Proficiency Standards and 4 exceeds Proficiency Standards	83	90	94	100	100
4 Exceeds Proficiency Standard	17	31	12	44	25
Number of students tested	18	29	17	18	24
3. Hispanic or Latino Students					
3 meets Proficiency Standards and 4 exceeds Proficiency Standards	93	66	97	88	100
4 Exceeds Proficiency Standard	10	20	18	13	24
Number of students tested	41	65	39	32	38
4. Special Education Students					
3 meets Proficiency Standards and 4 exceeds Proficiency Standards					
4 Exceeds Proficiency Standard					
Number of students tested	4	5	6	3	4
5. English Language Learner Students					
3 meets Proficiency Standards and 4 exceeds Proficiency Standards		35			100
4 Exceeds Proficiency Standard		6			0
Number of students tested	2	17	5	6	10
6. White (not Hispanic)					
3 meets Proficiency Standards and 4 exceeds Proficiency Standards	96	89	100	100	93
4 Exceeds Proficiency Standard	19	57	19	50	35
Number of students tested	26	37	36	38	29
NOTES:					

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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12NY19

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Mathematics

Edition/Publication Year: Test: NYS Testing Program Math Test Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	95	94	99	100	91
4 Exceeds Proficiency	55	64	82	60	49
Number of students tested	169	125	129	118	115
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	95	96	100	100	
4 Exceeds Proficiency	61	63	85	61	
Number of students tested	94	79	80	75	
2. African American Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	100	90	95	100	100
4 Exceeds Proficiency	65	60	75	57	54
Number of students tested	26	20	20	28	26
3. Hispanic or Latino Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	92	93	100	100	97
4 Exceeds Proficiency	40	52	69	60	33
Number of students tested	73	44	36	37	36
4. Special Education Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency					
Number of students tested	4	6	6	4	4
5. English Language Learner Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard		71			
4 Exceeds Proficiency		18			
Number of students tested	2	17	5	6	10
6. White (not Hispanic)					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	94	94	100	100	100
4 Exceeds Proficiency	60	62	90	39	58
Number of students tested	35	34	38	28	58
NOTES:					

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

12NY19

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Reading/ELA

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
3 Meets Proficiency Standard and 4 Exceeds Proficiency	88	90	99	98	97
4 Exceeds Proficiency Standards	3	10	24	36	27
Number of students tested	169	125	130	118	114
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency	85	85	100	98	
4 Exceeds Proficiency Standards	1	20	17	30	
Number of students tested	75	46	48	43	
2. African American Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency	92	85	100	89	100
4 Exceeds Proficiency Standards	0	20	26	29	31
Number of students tested	26	20	19	28	26
3. Hispanic or Latino Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency	93	65	97	88	100
4 Exceeds Proficiency Standards	10	20	18	13	24
Number of students tested	41	65	39	32	38
4. Special Education Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency					
4 Exceeds Proficiency Standards					
Number of students tested	4	7	5	4	4
5. English Language Learner Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency	30				
4 Exceeds Proficiency Standards	0				
Number of students tested	10	2	4	5	2
6. White (not Hispanic)					
3 Meets Proficiency Standard and 4 Exceeds Proficiency	87	85	100	100	96
4 Exceeds Proficiency Standards	6	18	39	39	42
Number of students tested	35	34	39	28	26
NOTES:					

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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12NY19

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Mathematics

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	92	86	99	98	86
4 Exceeds Proficiency Standard	43	46	51	35	33
Number of students tested	138	147	136	125	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	85	81	98	96	
4 Exceeds Proficiency Standard	42	38	42	33	
Number of students tested	59	58	52	52	
2. African American Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	95	76	97	96	82
4 Exceeds Proficiency Standard	38	48	32	28	24
Number of students tested	21	21	31	25	17
3. Hispanic or Latino Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	87	76	98	98	84
4 Exceeds Proficiency Standard	32	26	48	30	27
Number of students tested	53	46	45	40	37
4. Special Education Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	92	85	99	98	87
4 Exceeds Proficiency Standard	43	47	52	35	33
Number of students tested	131	144	132	121	102
5. English Language Learner Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency Standard					
Number of students tested	2	3	1	2	5
6. White (not Hispanic)					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	89	90	100	100	83
4 Exceeds Proficiency Standard	45	44	55	33	33
Number of students tested	29	41	29	30	24
NOTES:					

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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12NY19

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Reading/ELA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	88	76	98	97	87
4 Exceeds Proficiency	12	29	26	4	11
Number of students tested	138	149	136	124	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	92	75	100	97	
4 Exceeds Proficiency	17	33	28	6	
Number of students tested	79	91	85	72	
2. African American Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	95	68	97	96	94
4 Exceeds Proficiency	19	32	23	4	12
Number of students tested	21	22	31	25	17
3. Hispanic or Latino Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	87	65	98	95	81
4 Exceeds Proficiency	8	11	18	3	3
Number of students tested	53	46	45	40	37
4. Special Education Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency					
Number of students tested	7	4	4	4	1
5. English Language Learner Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency					
Number of students tested	2	3	1	2	5
6. White (not Hispanic)					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	83	81	97	97	92
4 Exceeds Proficiency	7	37	31	7	17
Number of students tested	29	41	29	29	24
NOTES:					

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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12NY19

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Mathematics

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	86	88	97	100	90
4 Exceeds Proficiency Standard	38	50	31	63	35
Number of students tested	160	132	113	92	140
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	86	89	98	100	
4 Exceeds Proficiency Standard	47	55	35	65	
Number of students tested	93	56	43	43	
2. African American Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	81	87	96	100	91
4 Exceeds Proficiency Standard	38	40	39	46	33
Number of students tested	21	30	23	13	33
3. Hispanic or Latino Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	75	83	94	100	83
4 Exceeds Proficiency Standard	21	32	17	47	30
Number of students tested	61	41	35	35	60
4. Special Education Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency Standard					
Number of students tested	2	3	4	1	1
5. English Language Learner Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency Standard					
Number of students tested	0	0	1	5	2
6. White (not Hispanic)					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	90	85	100	100	100
4 Exceeds Proficiency Standard	36	52	16	70	50
Number of students tested	31	27	25	20	24
NOTES:					

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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12NY19

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Reading/ELA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	93	89	98	97	100
4 Exceeds Proficiency Standard	8	23	21	17	35
Number of students tested	160	132	114	90	139
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	95	96	100	98	
4 Exceeds Proficiency Standard	11	29	19	27	
Number of students tested	93	56	43	41	
2. African American Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	91	97	100	100	88
4 Exceeds Proficiency Standard	5	20	17	15	27
Number of students tested	21	30	23	13	33
3. Hispanic or Latino Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	92	78	94	94	88
4 Exceeds Proficiency Standard	5	12	29	6	20
Number of students tested	61	41	35	35	60
4. Special Education Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency Standard					
Number of students tested	2	3	4	1	1
5. English Language Learner Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency Standard					
Number of students tested	0	0	1	5	2
6. White (not Hispanic)					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	90	93	100	100	96
4 Exceeds Proficiency Standard	13	33	12	32	33
Number of students tested	31	27	26	19	24
NOTES:					

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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12NY19

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Mathematics

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	92	83	100	98	89
4 Exceeds Proficiency Standard	61	33	57	49	39
Number of students tested	124	102	88	129	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	96	84	100	100	
4 Exceeds Proficiency Standard	69	32	63	71	
Number of students tested	73	37	41	45	
2. African American Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	96	71	100	97	89
4 Exceeds Proficiency Standard	48	29	36	37	27
Number of students tested	23	24	11	30	26
3. Hispanic or Latino Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	97	84	100	100	100
4 Exceeds Proficiency Standard	34	34	46	50	43
Number of students tested	41	64	39	32	37
4. Special Education Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency Standard					
Number of students tested	2	1	1	1	4
5. English Language Learner Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency Standard					
Number of students tested	0	0	3	1	1
6. White (not Hispanic)					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	86	91	100	100	89
4 Exceeds Proficiency Standard	68	17	65	79	50
Number of students tested	22	23	20	24	18
NOTES:					

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

12NY19

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Reading/ELA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	79	81	98	98	89
4 Exceeds Proficiency Standard	7	18	16	7	7
Number of students tested	123	103	88	129	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	68	74	100	96	
4 Exceeds Proficiency Standard	10	18	11	4	
Number of students tested	50	66	47	84	
2. African American Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	68	88	100	97	86
4 Exceeds Proficiency Standard	9	8	18	7	4
Number of students tested	22	24	11	30	26
3. Hispanic or Latino Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	69	69	100	96	86
4 Exceeds Proficiency Standard	5	7	6	4	2
Number of students tested	42	29	34	54	42
4. Special Education Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	68	74	100	96	
4 Exceeds Proficiency Standard	10	18	11	4	
Number of students tested	50	66	47	84	
5. English Language Learner Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency Standard					
Number of students tested	0	0	3	1	1
6. White (not Hispanic)					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	86	83	95	100	95
4 Exceeds Proficiency Standard	9	30	15	18	15
Number of students tested	22	23	20	24	20
NOTES:					

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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12NY19

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: Mathematics

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	72	84	95	93	83
4 Exceeds Proficiency Standard	26	43	30	33	20
Number of students tested	102	83	120	97	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	69	74	93	94	
4 Exceeds Proficiency Standard	23	30	20	30	
Number of students tested	48	43	80	63	
2. African American Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	57	100	97	88	77
4 Exceeds Proficiency Standard	24	40	28	13	6
Number of students tested	21	10	29	24	17
3. Hispanic or Latino Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	63	66	92	90	73
4 Exceeds Proficiency Standard	16	25	22	30	12
Number of students tested	32	32	50	40	26
4. Special Education Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency Standard					
Number of students tested	1	0	1	2	1
5. English Language Learner Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency Standard					
Number of students tested	0	0	1	1	0
6. White (not Hispanic)					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	70	90	100	100	85
4 Exceeds Proficiency Standard	5	53	43	56	20
Number of students tested	20	19	21	16	20
NOTES:					

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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12NY19

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: Reading/ELA

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	81	83	92	77	90
4 Exceeds Proficiency Standard	3	22	10	20	13
Number of students tested	103	83	120	97	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	81	79	91	81	
4 Exceeds Proficiency Standard	2	16	6	18	
Number of students tested	48	43	80	63	
2. African American Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	71	80	86	63	94
4 Exceeds Proficiency Standard	5	20	10	13	6
Number of students tested	21	10	29	24	17
3. Hispanic or Latino Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	72	78	92	75	85
4 Exceeds Proficiency Standard	0	22	10	18	15
Number of students tested	32	32	50	40	26
4. Special Education Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency Standard					
Number of students tested	1	0	1	2	1
5. English Language Learner Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard					
4 Exceeds Proficiency Standard					
Number of students tested	0	0	1	1	0
6. White (not Hispanic)					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	86	90	100	94	89
4 Exceeds Proficiency Standard	0	11	10	31	7
Number of students tested	21	19	21	16	18
NOTES:					

For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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12NY19

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	89	87	98	98	89
4 Exceeds Proficiency Standard	44	48	52	50	39
Number of students tested	801	750	702	679	660
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	89	87	97	98	0
4 Exceeds Proficiency Standard	48	47	52	56	0
Number of students tested	432	375	370	357	0
2. African American Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	86	83	97	96	90
4 Exceeds Proficiency Standard	41	46	43	41	35
Number of students tested	129	134	131	137	142
3. Hispanic or Latino Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	85	81	97	97	89
4 Exceeds Proficiency Standard	30	34	40	43	32
Number of students tested	301	291	244	216	233
4. Special Education Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	90	84	99	98	86
4 Exceeds Proficiency Standard	40	46	52	34	31
Number of students tested	144	159	150	133	116
5. English Language Learner Students					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard		73	100	95	89
4 Exceeds Proficiency Standard		19	6	42	10
Number of students tested	6	37	16	21	28
6. White (not Hispanic)					
3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard	88	91	100	100	94
4 Exceeds Proficiency Standard	43	47	59	58	48
Number of students tested	163	181	168	156	173
NOTES:					
For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut					

scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, “These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.” Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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12NY19

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
3 meets Proficiency Standards and 4 exceeds Proficiency Standards	87	82	97	94	94
4 Exceeds Proficiency Standard	7	24	19	19	22
Number of students tested	802	754	705	679	660
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
3 meets Proficiency Standards and 4 exceeds Proficiency Standards	87	81	97	94	0
4 Exceeds Proficiency Standard	9	29	17	20	0
Number of students tested	410	405	379	383	0
2. African American Students					
3 meets Proficiency Standards and 4 exceeds Proficiency Standards	83	86	95	89	93
4 Exceeds Proficiency Standard	8	22	17	17	18
Number of students tested	129	135	130	138	143
3. Hispanic or Latino Students					
3 meets Proficiency Standards and 4 exceeds Proficiency Standards	85	69	96	89	90
4 Exceeds Proficiency Standard	6	16	16	9	14
Number of students tested	270	278	242	233	241
4. Special Education Students					
3 meets Proficiency Standards and 4 exceeds Proficiency Standards	69	76	100	93	72
4 Exceeds Proficiency Standard	10	18	10	5	9
Number of students tested	68	85	67	98	11
5. English Language Learner Students					
3 meets Proficiency Standards and 4 exceeds Proficiency Standards	50	36	86	75	70
4 Exceeds Proficiency Standard	0	9	0	0	5
Number of students tested	14	22	15	20	20
6. White (not Hispanic)					
3 meets Proficiency Standards and 4 exceeds Proficiency Standards	88	86	98	98	93
4 Exceeds Proficiency Standard	9	33	22	30	26
Number of students tested	164	181	171	154	141
NOTES:					
For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut					

scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, “These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.” Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
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12NY19